DOCUMENT RESUME

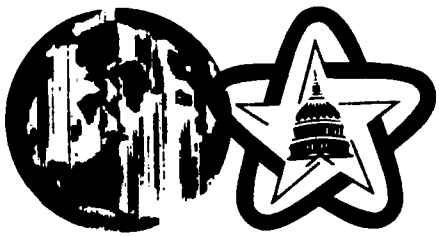
ED 111 268 HE 006 655

TITLE	Selected Speeches. Annual Conference of the National Association for Foreign Student Affairs (27th, Washington, D. C., May 7-11, 1975).
INSTITUTION	National Association for Foreign Student Affairs, Washington, D.C.
PUB DATE	75
NOTE	61p.
AVAILABLE FROM	National Association for Foreign Student Affairs, 1890 19th Street, N. W., Washington, D.C. 20009 ($1.25)
EDRS PRICE	MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS	Cultural Exchange; Exchange Programs; *Foreign Relations; *Foreign Students; *Higher Education; *International Education; *International Programs; Laws; Program Planning; Speeches

ABSTRACT

This document presents speeches on topics of broad interest and concern to all those working in the field of international educational exchange. Speeches include discussions of (1) the law permitting foreign students to come to the United States to pursue an education and how the law applies to foreign student programs; (2) the American educational system's inability to adjust to the reality of international interdependence; (3) centralized coordination of international programs; (4) importance of international studies and exchange efforts in the 1970's; (5) some Swedish ideas and proposals about what is called internationalizing higher education; and (6) the foreign student as an invaluable resource in examining the central conflicts of modern society. (Author)

National Association for Foreign Student Affairs



27th Annual Conference

Selected Speeches

Summer 1975

National Association for Foreign Student Affairs
1860 19th Street, N.W.
Washington, D.C. 20009

Please Order from the Above Address

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Introduction

The 27th Annual Conference of the National Association for Foreign Student Affairs, held May 7-11, 1975, featured for the first time the participation of 15 other organizations concerned with international educational interchange. Taking advantage of the Washington D.C. meeting site, representatives of these organizations joined with NAFSA to discuss issues of mutual concern in international education.

The International Forum sessions of the Conference presented major speakers on topics of broad interest and concern to all those working in the field of international educational exchange. For this reason complete texts of several speeches presented at International Forum sessions have been selected for printing as a service to the membership. With the exception of the remarks of the President at the White House tour, speeches are arranged in the daily order in which they were delivered.

NAFSA gratefully acknowledges the assistance and cooperation of all those preparing papers for the conference.

May 9, 1975

Remarks of the President
To The
National Association Of
Foreign Students

The White House
The Rose Garden

Thank you very much for coming.

I am delighted to welcome all of you in the Rose Garden, at the White House, and I think it is most appropriate that we get together on this International Students Day, which is designated by the good Mayor of the City of Washington, D.C.

I particularly welcome the special students from abroad, and I see so many of you here. It is a real privilege and a great pleasure, but also I wish to thank those who have made this possible, those who are here that have contributed to the organization and the function that is so essential if we are to make the program work.

There is so much that we can learn from each other. You can learn about America, about our way of life, and obviously, we can learn about your countries and your cultures, from each of your countries.

It has been my experience that there is absolutely no substitute for person-to-person relationships, and that is precisely why your presence in our country is so vitally important.

In the past few years, we have seen the world grow more and more interdependent because of scientific, economic and political developments, but our understanding of each other has not always moved as rapidly.

This is changing, however, as I perceive it, because people everywhere are recognizing the goals, the common goals, the hopes and even the dreams that unite us all as people in all parts of the globe.

The world does have many races, many creeds and many different political systems, but these differences, in my judgment, need not divide us. The knowledge you bring to this country, as you study in our universities and colleges, gives us the benefit of your unique backgrounds.

That helps, of course, to enrich the United States and our people, and it will promote, in my judgment, a better understanding between your countries and this country, and I ask, when you do return home, that you will share what you have learned in this country with your fellow citizens.

We hope and trust that what you have learned will have a lasting and very beneficial impact on the relationships between all of us.

I do want to express again my appreciation for the work that has been done by so many to make this gathering possible and this program function. The representatives of the Foreign Student Service Organization, which does sponsor this activity, deserves a great deal of credit. I thank them, and I am sure that you do.

May I wish to all of you the very, very best, and I hope and trust that you will come back and see us again and that we can see you in your countries and continue the friendships that have developed.

Thank you very, very much.

Address By

Leonard F. Chapman, Jr.

Commissioner, Immigration and Naturalization Service

8:00 P.M.

Wednesday, May 7, 1975

I am very pleased to have the opportunity to speak before this opening session of the 27th annual conference of the National Association for Foreign Student Affairs.

There has been a close and cooperative working relationship between the Immigration Service and the NAFSA organization, as well as individual members. I assure you that we in INS are interested in maintaining this good relationship, which I believe is of mutual benefit.

The law permitting foreign students to come to the United States to pursue an education has been in effect for some years, and the number entering as students continues to grow. From 10,000 foreign students entering in 1950, the total has grown to 109,000 last year.

I believe this is a good provision in the law, and if administered properly can have benefits for the United States and other nations, as well. However, it is extremely important that the foreign student program is maintained as prescribed by law and in the manner and spirit which Congress intended.

The law defines the "F" student as follows: "An alien having a residence in a foreign country, which he has no intention of abandoning, who is a bona fide student qualified to pursue a full course of study, and who seeks to enter the United States temporarily and solely for the purpose of pursuing such a course of study at an established institution of learning or other recognized place of study in the United States...".

There are four qualifying elements in that statement, which define the requirements for an alien to enter the United States to pursue an education. I'll repeat those:

1. It states he has a residence abroad which he does not intend to abandon, and it further states he enters this country temporarily;

2. It states he is a bona fide and qualified student;

3. It states he will pursue a full course of study while in this country; and

4. It permits an alien to enter solely for the purpose of pursuing his studies.

I think these provisions are entirely reasonable and fair. With the limitations defined there is no reason why this country should not provide the opportunity for qualified students from other countries to come here, learn what we have to teach them, and return to their own nations with knowledge that will enable them to contribute to their society and make a good living for themselves. And, hopefully with an enhanced view and opinion of the United States.

All of these qualifications are made known to the alien before he is granted his "F" visa to enter the United States. Before a visa is issued, the student must complete the Certificate of Eligibility (Form I-20)

furnished by the school accepting him. In the Form he must certify that he is seeking to enter the country temporarily and solely for the purpose of pursuing a full course of study. He must also certify that he is financially able to support himself for the period of his stay in the country.

The student further acknowledges that he may attend only the school specified in the I-20 and in the visa, and that he may not transfer to another school without first obtaining INS permission to do so. He also acknowledges the restriction that he is not to work off-campus or engage in business while in the United States unless permission to do so is granted by the Immigration Service.

And, finally, he understands that he must depart from the United States immediately if he does not abide by the conditions of his entry.

I know most of you are aware of the program requirements, and I know, too, of the important role you play in it. As I said, it is a sound and worthwhile program. Like almost any such effort, though it is not without its problems.

One of the problems lies in the lack of adequate capability on the part of INS to administer and oversee the foreign student entries as we believe we should. So that you who are especially interested in this one portion of the Immigration Service's responsibility may see how it fits in with the rest of our duties, I'd like to take a few minutes to review the overall INS operations. Over the past decade we have experienced a great growth in workload, with very little increase in resources with which to perform these expanded chores.

One of our major responsibilities is the inspection of persons entering the United States to determine their eligibility. Last fiscal year nearly 270 million persons were inspected, which was a 45 per cent increase over 10 years earlier. Over a half million persons -- 530,000 -- were denied entry. That was a 40 per cent increase over the preceding year, and reflected our efforts to improve our inspections to deter potential violators before they were admitted to the country.

The Immigration Service also adjudicates applications and petitions for benefits of more than 25 different types. These are of varying complexity and some require considerable information on which to base a decision. Factors such as agency checks, interviews and investigations affect the time necessary for a prudent adjudication, although we believe that as a goal the maximum time required to dispose of any adjudicative matter should be three months. I am certain you are thinking of situations with which you may have been involved that required longer. Unfortunately, that is often true. However, on the other side of the coin, it is also true that too frequently adjudications are made despite the lack of time to gather all the information that should enter into the decision.

Last fiscal year the Immigration Service received nearly 1.5 million such applications and petitions for adjudication, about a 90 per cent increase over receipts 10 years ago. At the end of last year, our adjudications backlog was 155,000, which was 25 per cent higher than it was at the end of the preceding year.

One of our top priorities is to reduce this backlog and eliminate the long delays in adjudications. We hope to do so without sacrificing the quality, and, if possible, even to improve it.

Naturalization of new citizens is another of our duties. Last year there were 131,655 aliens who became naturalized American citizens; this was a 13-year high and an increase of 26 per cent over 10 years ago. The backlog of applications at year end stood at 6,400, a 17 per cent increase over the preceding year.

Records-keeping is one of our biggest jobs and biggest headaches. At the end of fiscal 1974 our field offices had 7 million active files; we received more than 7.7 million inquiries and we opened nearly 700,000 new files. Our files problem, which we are beginning to solve through automation, has been one of the causes for delays in adjudications. Adjudicators have had to wait an average of three weeks to receive a file from another office, and delays of up to three months have not been uncommon.

In addition to the service responsibilities of INS, we are also charged with enforcement of the Immigration Law. We have two units responsible for this area. The Border Patrol is our nation's principal uniformed force guarding our land borders. Some 1,700 agents are responsible for patrolling 1,900 miles of Southwest border plus nearly 3,000 miles of Canadian border. Last year the Border Patrol apprehended 635,000 aliens who were either attempting or had already effected illegal entry to the United States. That was more than 80 per cent of the nearly 800,000 illegal aliens we apprehended in fiscal 1974.

Our other law enforcement unit is the Investigations force. We have 900 investigators who are responsible for enforcing immigration laws throughout the interior of the nation, including all the major cities, which are teeming with illegal aliens.

That, of course, is the major problem which the Immigration Service and the nation are facing. We estimate there are at least six to eight million illegal aliens in this country. And the number is growing. The situation is completely out of control, and it is well beyond the capability of the Immigration Service to cope with it.

The impact of this problem upon our country, especially in this time of economic stress, is almost unimaginable. Several billions of dollars in wages are earned by those illegally here, while more than eight million citizens and legal resident aliens are without jobs. Much of the money earned by illegal aliens is sent out of the country.

Often this money is virtually untaxed, because the illegal alien claims enough dependents to avoid having taxes withheld. These millions of persons are using public services, including schools, food stamps, medical care and even welfare, without paying their share of the cost.

And, despite popular misconception, this is not simply a matter of Mexican nationals working in agriculture in the Southwest, or holding menial jobs that no American will accept. At least half or more of the illegal aliens in this country who are in the metropolitan area and holding well paying jobs, are not Mexican.

We make apprehensions every week such as the following examples, which are typical: a Greek plumber making $12 an hour, a Jamaican carpenter making $7 an hour; a Japanese office worker making $4 an hour; a West Indian lab technician making $6.80 an hour and a West Indian electronics engineer making $17,000 a year.

And even in the lesser paid jobs of $2.50 an hour or below, it should be noted that more than three million youths will be seeking such unskilled jobs this summer, and more than half will be unsuccessful. So even those illegal aliens holding jobs at the low end of the pay scale are doing so at the expense of an American or a legal resident alien -- perhaps a student who needs the money to return to school.

In addition to our regular responsibilities, which are virtually overwhelming us, INS has in the past few weeks assumed the additional responsibility of processing thousands of persons fleeing from South Vietnam. About 90 officers have been taken from their regular assignments and moved to Guam to handle the immigration clearance at the staging center there; an additional 140 are performing similar work at Camp Pendleton, California, Fort Chaffee, Arkansas, and Eglin Air Force Base, Florida.

The Immigration Service and our Government have always reacted quickly and sympathetically to the plight of refugees. Our willingness to accept hundreds of thousands of fleeing Cubans, Hungarians, Biafrans, and Ugandan Asians is testimony to that fact. The present situation involving the South Vietnamese and Cambodians has been answered in like humanitarian fashion, even though the current mood of the country indicates less willingness to accept additional persons than in the past.

I should mention that even before the fall of South Vietnam and Cambodia, INS in early April took steps to ensure that no nationals of either of those countries would be involuntarily returned. An order went out from the Central Office on April 4 instructing our field offices to delay the return of any person to those countries, even though they may have violated the immigration laws.

Students from those two countries who can no longer maintain their lawful nonimmigrant status may also be granted permission to accept full-time employment. And those continuing their status as nonimmigrant students who are in economic need may apply under the regulation for permission to accept part-time employment.

I have discussed the overall operations and problems of the Immigration Service because I believe it is important that you see the student program from our perspective. INS is a small agency, with just 8,000 employees, and has experienced very little growth in manpower over the past decade, while the responsibilities have grown ten-fold or more over that period.

The overwhelming desire of persons from nearly every country in the world to enter the United States to obtain employment and the lack of adequate programs and resources on the part of INS to deal with this situation have created enormous problems.

Some of these problems, as may be expected, are in the student program. The "F" student visa is one of the means that is used to circumvent the immigration law. While the problem is much broader, the student who violates his immigration status by taking unauthorized employment or remains in this country to work after completing his studies is a small but significant part of the overall situation.

I know that responsible educators do not want to see a worthwhile program such as this abused in such a manner, even by a few. Such abuses raise the possibility that deserving students may some day be denied the opportunity to study in this country.

To ensure that this does not happen, we in INS are making every effort to improve the administration of the program, and we welcome your assistance and cooperation. There are a number of steps which we and you can take to seek this improvement.

It has always been INS policy to confer with representatives of organizations having interests in different aspects of Service responsibility, and there have been meetings between our people who administer the student program and your representatives. In addition, our local offices have been instructed to maintain close communications with colleges and universities within their jurisdictions. However, because we do not have enough people to carry out all of our responsibilities as well as we would like, this liaison may not in all cases be as good as it should be. We are striving to improve this liaison.

Certainly one area of control in which there is room for improvement is in the approval of institutions eligible to accept "F" students. By law, the Attorney General, through the Commissioner of Immigration, must consult with the Office of Education before an institution can be approved. So we must rely primarily upon the expertise of that agency as the basis upon which to issue or deny approval. However, the observations of NAFSA in the area of standards would be welcomed by INS, and probably the Office of Education as well.

You recognize and I know are well aware of problems created by some schools which negligently or even willfully do not comply with the agreement to report to INS when foreign students do not register, do not attend classes or fail to carry a full course of study.

The efforts of your organization in periodically reminding members of their obligations under this program have been worthwhile and appreciated by INS. And I urge you to continue to do so.

We are mindful, also, of some of the problems you have. The lack of an adequate definition for "full course of study," has been one such problem for a long time. Once again, we are taking steps to remedy that. We have just published in the Federal Register a new definition of that phrase, and we invited comments through May 1.

We have received many such comments, and are taking these into consideration before deciding upon the final order. However, it should be clear that a great deal of latitude and responsibility will continue to be placed upon school officials to certify that the student is in fact pursuing a full course.

There is one area, which I would be remiss in not mentioning before I close. That is one on which there have been a number of talks between INS and NAFSA and involves the authority to grant foreign students permission to work. Just a few months after becoming Commissioner of Immigration, I examined this situation and asked that several other INS officers take a close look at it, as well.

Our conclusion, which considered the short term employment situation in the country, was that there were too many unemployed youth to allow foreign students to accept summer work. And the conclusion for the long term was grounded on the premise that the authority of the Attorney General to regulate the conditions of admission of nonimmigrants, which is spelled out in the Immigration and Nationality Act, should not properly be redelegated outside the government.

I should also point out that our district offices have for the most part been very fair in granting permission to work. Since last September we have processed 13,377 requests, and approved 9,889, or about three-quarters.

In answer to some complaints that disparity exists between different offices as to those cases in which approval is granted, we have instructed district directors what factors should be considered. Among these is inflation that has resulted in unforseen escalation of tuition and living costs.

Currently, we are requesting sample decisions from each of the four INS national regions, which we will publish and distribute for use as precedents for the information and guidance of all concerned, students and school officials as well as immigration officers.

If this is an area of disagreement, I hope it is one of few. I am confident that our organizations can work together well to seek solutions to other problems that will benefit the foreign student program, the students themselves and will consider our Nation's interests elsewhere in the world.

I am told the theme of this conference is "Global Interdependence Demands Educational Interchange." I believe the search for answers to many of the world's problems demands interchange among people. Educational interchange, social interchange and business interchange. There is little if any room for argument with these principles.

I assure you that the Immigration and Naturalization Service and I as Commissioner are strongly interested in the problems and the opportunities of student exchange, as it applies to foreign students in this country. And we will continue to carry out our obligation to the best of our abilities to safeguard the program by eliminating the abuses and providing assistance where it is possible to foreign students and their schools in the United States.

Address By

Stephen K. Bailey

Vice President and Director
International Education Project

American Council on Education

10:00 A.M. - 11:45 A.M.

Thursday, May 8, 1975

International Education: An Agenda for Interdependence

On January 1st in the year 2000, if Time Magazine has a "Person of the Century" on its cover -- someone who represents with particular poignancy the historic theme of the preceding hundred years -- that person must surely be an anonymous refugee from the ravages of this century's wars and oppressions.

In recent weeks, as TV clips have featured the final exodus within and from Indo-China, my mind has reverted to a photo-carousel of earlier flights: the roads out of Antwerp in World War I; the clogged streets of Mukden in 1931; terrified Ethiopians fleeing down their mountain paths in 1935; the endless files of Chinese pursued by Japanese invaders in 1937. And I recall with special vividness what I lived with intimately for two years during the second World War: the exhausted and weeping fragments of European Jewry who, in the dead of night, boarded our tiny Greek Caiques in occupied Thrace and whom we later deposited in staging camps in Cyprus. And after World War II came the travail of the partition of the Indian sub-continent; the Palestinian refugee camps; the stragglers from Seoul; the ingress of Cubans into Miami; and, finally, the long decade of horror: the endless TV snippets of fleeing and bleeding refugees in Vietnam.

I begin with this photomontage of misery because it represents "square one" of humanity's interdependence. Whatever the economic, ecological, energy, and national-security rationales of global interdependence, the ultimate bond is our capacity empathetically to feel pain whenever fellow human beings suffer. As Plato reminds us, "Men were set free from themselves when they all realized together the universal suffering of life."

If, through repetitive assaults on our emotions, TV has made us inured to the pain and suffering of others, we not only will have lost part of our humanity, we will have lost the most important early warning signal of our own self-preservation. For ultimately, either we will catch the emotion of human interdependence and translate it into prudent educational and public policies, or we will find ourselves a part of the sullen cavalcade of misery that most of us, in our fortune, have only witnessed from a distance.

This nation at the moment is of necessity in a mood of international stock-taking. It is feared by many both at home and abroad that we will substitute withdrawal for the imperiousness of the past. This is not, it seems to me, a realistic appraisal of the options ahead. We can no more withdraw from the rest of the world than New York or California can withdraw from the Union. The real question is whether we will deal intelligently and humanely with the rest of the world, or whether we will bumble or stumble from crisis to crisis, perhaps from crisis to disaster.

No one can deny that for the first 150 years of its existence, the United States of America was preoccupied with domestic growth and internal tensions. Until the 1940's, the dominant motif of America's foreign policy was the stricture urged in Washington's Farewell Address

against "entangling alliances." World War I was deemed an aberration, and its sorry aftermath was interpreted by most Americans as confirmation of the isolationist wisdom of the Founding Fathers.

But all this is now history. The brief generation that followed 1941 has once and for all destroyed America's insularity. Events have eclipsed both past realities and present isolationist illusions. The recent chronicle is laden with inexorabilities:

--- World War II involved American military operations in every time-zone on the face of the globe;

--- the atom bomb ended a war, but initiated an era of perpetual and world-wide anxiety and watchfulness;

--- the Korean and Vietnam wars were both local civil wars and international civil wars in which America was deeply enmeshed;

--- the United States is a leading partner in the United Nations system which now includes scores of new nations that have only recently emerged from the "chrysalises of colonialism,"

--- jets and communications satellites have shrunk the earth to the size of an orange, and facilitated both international sense and mischief;

--- multinational corporations have stretched their strands of influence around the world;

--- world finance has become a tangle of tensions as inexorable international economic forces have ripped into national economic habits;

--- newly self-conscious ethnic and racial groups in the United States have searched for identity and dignity through a rediscovery of distant areas of origin;

--- energy, environmental, population, and incipient climatic crises have stimulated scholars, commentators, and statesmen to sound apocalyptic alarms for the whole human race.

John Donne's bell now tolls universally. The "One World" seen prophetically by a few American statesmen like Wilson and Wilkie decades ago has now arrived with the suddenness and ominousness of a clap of thunder.

Unhappily, the American educational system by and large has not adjusted to this new reality. With stunning exceptions, America's schools, colleges, universities, and professional and technical institutes are caught up in curricula and degree requirements that do not reflect the urgencies of modern international coping. Furthermore, a heightened vocationalism in a mass educational market may well be exacerbating the parochialisms of the American educational system.

Unless something is done to compensate for these educational anachronisms, the United States will lack the expert human resources needed to steer American public and private enterprises through the dangerous and uncharted international waters that lie ahead. Equally serious, this nation will lack the widespread popular understanding needed for the political acceptance of difficult trade-offs urged by informed leadership or emerging as the necessary logic of our living in a perpetual state of international interdependency.

The need for Americans to appreciate the web of international interdependence has increased dramatically in recent years. As Dean George Gerbner has written, we now live in a society in which "...we are wired together so tightly that a short-circuit can fry us all." In recent decades world interdependencies affecting all Americans have gone far beyond hereditary and cultural ties, or traditional diplomatic negotiations and distant military confrontations, and have become operationally immediate. They affect

--- the purity of our air and water

--- the heat in our homes and offices

--- the price of sugar, coffee, and gasoline

--- the availability of meat and fish

--- the level of taxes

--- the survival of wildlife

--- the size of our armed forces

--- the subject matter of television

--- levels of employment and inflation

--- the tranquility of our spirits

--- the image and reality of our future

Similarly, how America behaves can drastically affect commodity markets in Africa and South America, money markets in London and Zurich, unemployment in Japan and Germany, questions of life and death in the Middle East; budget allocations in China and the Soviet Union; and the stability of regimes in Chile.

Yet the human resources, institutional mechanisms, and public support for negotiating most of these internationally caused disturbances tend to be woefully limited. Formal instrumentalities tend to the ad hoc and experimental, on the one hand, or are dangerously bound by traditional sovereignties, protocols, and cartel mentalities, on the other. In consequence, frenetic personal diplomacy carries a larger burden for us

all than prudence could possibly dictate.

If Americans are to understand the impact of present and future international realities upon their own fortunes, and upon the fortunes of their fellow human beings around the world, and if America is to have both leaders and followers capable of dealing effectively with these complex matters, education for international interdependence must receive a new and sustained national priority and support.

It is not that nothing has been done. Through local institutional efforts and through sponsored state and federal programs over the past few decades, American colleges, universities, and schools have substantially increased the nation's stock of knowledge about other parts of the world. American academic parochialism has been significantly diminished. Few scholars today would echo young Santayana's description of the non-Western world as being made up of "interminable ocean spaces, coconut islands, blameless Malays, and immense continents swarming with Chinamen, polished and industrious, obscene and philosophical."

In spite of past accomplishments, however, the gap between the national need for internationally-educated citizens and present reality is growing exponentially. Problems of interdependency are increasing, while both public and private support for international education is dwindling. The following facts are noted, not to belittle past efforts, but to document a growing hiatus:

--- Only 3% of all undergraduate students, less than 1% of the college aged group in the United States, have enrolled in any courses which deal with international events or discuss in any way foreign peoples and cultures.

--- In 1973, a survey conducted by the American Association of Colleges of Teacher Education reveals that barely 5% of the teachers being trained have any exposure at all to international content or perspectives in their coursework for teacher certification.

--- In 1972, only two out of every five adults completed a high school education in the U.S. This means that of the 111 million persons aged 25 or over, 46 million had not completed secondary school.

--- The current average newspaper coverage of international events which is read by the general public equals no more than one-half of one column of newsprint per day. Virtually none of the newspapers in the United States has foreign affairs reporters on the payroll. Fewer than twenty-four have any staff specialists in the area of foreign affairs.

--- Notable imbalances characterize the nature of expertise among international specialists. Here are some disquieting for instances: Over 100 million persons speak each of these major world languages: Arabic, Bengali, Chinese, French, German, Hindi,

Indonesian, Japanese, Portuguese, Russian, Spanish, Swahili, and Urdu. The number of Americans expertly trained in at least half of these languages is fewer than 50. Middle Eastern language enrollments in the U.S. draw only about 1,300 per year. All but a handful of these students drop by the wayside before they become truly proficient in the language being studied.

--- Television coverage of world affairs is largely episodic, dramatic, and transient -- although impressive exceptions must be acknowledged.

--- In contrast to the Soviet Union where, for example, 80 special schools in Moscow provide 10 years of intensive foreign language instruction (for pupils aged 7-17) in addition to their regular curriculum, foreign language instruction in American schools (already meager) is becoming increasingly ignored.

--- Despite our costly and debilitating war in Vietnam, the Vietnamese language enrollments in 1970 in U.S. colleges and universities were appallingly low -- eighteen in all. For all Southeast Asian languages, only 214 students were enrolled.

--- International specialists and scholars are disturbingly absent in certain fields. Of approximately 5,600 area experts in 1970, only 2.8% were in the field of education; 3.7% in applied professional fields; and 5.6% in all the various fields which make up the humanities. More disturbing perhaps, less than one-third of this national cadre of "experts" is functionally fluent in any foreign language, while 20% possess no language skills whatsoever.

--- Multinational business enterprises do one-half trillion dollars of business and account for fully one-seventh of the world's GNP. Growing at a present rate of 10% by the year 2000, one-half of the gross world product will pass through the hands of the multinationals. This monumental enterprise has involved relatively little in the way of language and area graduates. Only 3% of those with training in international education specialities are employed by business.

--- Other major sectors of U.S. international activity do not hire proportionately from the pool of international specialists. Only 0.9% of those currently trained in international education programs are currently employed by the media; 2.1% by foundations; 6.4% by government; 0.5% by church-related groups; and 5.6% by international organizations. Perhaps as many as 10% of these trained graduates are presently unemployed, while a sizable number is not utilizing its international training and skills in current jobs.

By now, it is apparent that there is a sizable gap between what has been accomplished and what remains to be done in the field of education for international interdependence. At the very least, this nation needs the following:

--- Political and governmental leaders wise about the rest of the world and capable of tapping expert knowledge.

--- Professionals; educators; and business, labor agricultural, and religious leaders, who can carry on informed, enlightened, and successful transactions in a highly-competitive and unstable world.

--- Scientists and intellectuals who can work collaboratively with foreign associates in the solution of mankind's pressing problems such as energy, population, militarism, food, protection of the environment, health -- the list is long.

--- Well-informed and well-trained foreign affairs analysts for the media so that the public is not led astray in its assessment of global events.

--- Knowledgeable and talented intellectuals, scholars, and writers who can study international happenings and interpret these intelligently to the American people and their leaders.

--- An internationally informed citizenry -- both in and out of school -- which is adequately aware of its relationship to the rest of the world, prepared to support as well as criticize the tough decisions which leaders must make, and capable of contributing to the necessary dialogue of a functioning democracy, and an emerging world order.

These patent needs appear at a time when rising domestic tensions, failures in Vietnam, disenchantment with the United Nations, disillusion with foreign aid (a mere 0.2% of the U.S. GNP), neo-isolationism, apathy, and diminishing economic and educational resources, characterize the present scene. While it is conceivable that just as Sputnik stimulated an era of growth in international education, Arab control of crucial aspects of our energy supply will lead to expanded support for world-oriented studies, little hard evidence exists to support this hypothesis.

Many segments of the society share the responsibility for the continuing discrepancy between needs and capabilities in the international education arena. First of all, academics, for all of their important and positive contributions to this nation's international understanding, seem reluctant to define their goals in international studies; they have rarely determined what it is they are trying to produce, and what abilities and skills they have in fact produced. They and their associational representatives are at a loss to answer on a national scale questions such as: How many teachers

of Arabic does the nation need? At what level of competence? Where should they be located? And the federal government lacks instrumentalities for making such determinations for higher education. On the campuses themselves, there are notable hiatuses among departments, professional schools, problem-oriented research centers, and area programs. For example, in large-multi-universities, the barriers that exist among campus units concerned with language instruction, technical assistance, specialized library holdings, area studies, study-abroad programs, K-12 teacher training, and problem-oriented studies (e.g. energy, population, food) in special institutes and in the professional schools, are often formidable indeed.

Scholars themselves are part of the problem. Many have retreated into methodological preciousness. Whatever the long-term payoffs for society of rigorous analytic methods, the seductivity of the computer tends too frequently to capture scholarly attention for the measurable rather than the significant. There is a dearth of academic intelligence, for example, that is pertinent to the needs of international negotiators and policy makers.

Facing tight budgets, many state legislatures increasingly look upon international education programs in public schools, colleges, and universities as "frills."

The federal government has made substantial contributions over the past two or three decades to the development and extension of education for international interdependence. Two dozen agencies presently administer scores of programs supporting research; training; cultural and scholarly exchanges; curriculum development; area-and-language centers; transnational, problem-oriented team investigations; library acquisitions; etc. Depending upon what is included, federal support for various aspects of international education and research now continues at a multi-million-dollar level.

Much of this federal investment, however, is unrelated to the growing gap between world developments and general public understanding, or to the education and training of language-and-area as well as professional and problem-oriented experts who must be available in substantial numbers to support, or to constitute, America's international leadership cadre in the decades ahead. The closest approximation to federal concern and support in these crucial areas has been Title VI of the National Defense Education Act of 1958 -- designed to support language and area studies and programs essential to our national security. Despite the fact that at no time in American history have our international activities been more central to the national welfare than they are at present, the Executive branch in recent years has seemed blind to the needs for adequate funding for Title VI (only 20% or less of authorizations at best). To the contrary, for several years the Administration attempted to terminate the program, and only last minute Congressional action has kept it alive at all. The International Education Act of 1966 which was designed to provide a substantial and continuing federal support for education for international interdependence, has never been funded by the Congress at all.

Private foundations have been silent partners in our recent national inattention to international education. This is especially disquieting for, over the quarter century following World War II, foundations were major sources of funds for international studies. Since 1970, however, support from private philanthropy has dwindled substantially.

Here, then, is the issue before us. America is now inextricably involved in international realities. This nation needs wise and informed leaders and experts to guide her through the troubled international waters of the years and decades ahead. This nation also needs a supporting citizenry conscious of international interdependencies and capable of questioning as well as of supporting such leaders and experts. Responses from various quarters and sources have been substantial in recent decades, but frighteningly shy of the obvious and growing need.

What better way to enter into this nation's bicentennial -- especially in this post-Vietnam hour of national re-examination -- than to increase dramatically our national commitment to education for international interdependence: new levels of support, new policies, for student and faculty exchanges; revitalized programs for using our surplus teachers to help educate youngsters in less developed nations; transnational collaborative research -- research with scholars and scientists of other nations -- on the solutions of mankind's economic energy, food, health, population, and environmental problems; new interdisciplinary institutes and programs for the study of the peaceful resolution of conflict and disarmament; adequately and continuously funded area-and-language centers and programs; new materials, teacher-training programs, and curricula innovations for increasing the global perspectives of our elementary and secondary pupils, as well as for improving the international awareness of our adult population.

ACE and its sister associations and the Bureau of Educational and Cultural Affairs are presently working with and through a Government/Academic Interface Committee on some of these very issues. Our final report will be available shortly. We commend it to you, to other educators, to the federal administration, and to the Congress.

We believe it to be America's appropriate answer to those who predict or urge a national withdrawal from our global responsibilities. We believe it to be the most fitting possible way to compensate for the anguish caused by this century's melancholy succession of wars and oppressions.

We believe, in the last analysis, it is the <u>only</u> way to insure that in the century to come, and thereafter, no one on this tiny planet need ever again experience forced pilgrimages of estrangement and terror.

Address By

George C. Christensen

Vice President for Academic Affairs

Iowa State University

10:00 A.M. - 11:45 A.M.

Thursday, May 8, 1975

International Education - An Agenda for Interdependence

It is a pleasure to be a participant in the International Forum portion of your national conference. I welcome this opportunity to share some experiences with you and to be a respondent to Dr. Bailey's excellent presentation.

I also want to remind you that your conference chairman and president-elect, Eugene Clubine, is a member of the Iowa State University staff. I have wondered about what he does during his many out-of-town trips on behalf of this association. It now appears that he really does work as hard on your behalf as he does for the university. We are proud that Gene is your president-elect, but even more pleased that he is associated with Iowa State University. He is clearly our key person whenever and wherever international programs are involved.

My response to Dr. Bailey's talk will be from the vantage point of a vice president for academic affairs at a midwestern university. Iowa State University is a typical land-grant institution and a unique center for higher education. Of course, each institution is unique, no two universities are truly comparable. However, our experiences in developing a coordinated program in international education may be of interest and of value to you.

Iowa State University, like each member of the National Association of State Universities and Land-Grant Colleges, has always recognized that no great university can be parochial in its interests or composition. Students from other nations have long been welcomed at our state universities. Even before 1900, small numbers of international students appeared on our campuses. But the emerging universities were absorbed in the enormous problems associated with the development of the United States. They made little effort to attract foreign students or to cater to their special needs when they appeared on campus. The upsurge in university involvement overseas came at the end of World War II when the United States found itself in a position of world leadership.

I highly recommend for your reading pleasure the publication entitled, "People to People - The Role of State and Land-Grant Universities in Modern America". This was prepared under the direction of Dr. Ralph Huitt and is an excellent account of the association's commitment to teaching, research and service in this country and abroad.

On July 1, 1975, the current administration of Iowa State University will mark its tenth anniversary in office. A decade ago, being eager and excited about the opportunity to advance higher education, an assessment was made of university strengths and weaknesses. Directions were set for future growth and development.

We observed that although there was a commitment to state, national, and international missions, the international component was made up of individual projects, uncoordinated and often overlapping in purpose. We noted that many professors participated in programs in Europe, Africa, Asia, and South America. They returned to Iowa, eager to share their experiences, to advise colleagues, to work with foreign students,

and to advise American students who had international interests. They often learned that few people even knew that they had been out of town.

Determined to make international education a prime component of the university's mission, while still recognizing the need to support and strengthen traditional on-campus programs, we did what any good administration does when faced with a major dilemma. We appointed a committee. We asked the committee to tell us what we needed to know about faculty and student interests in global interdependence.

The committee, representing each of our colleges and our Office of Foreign Students and Visitors, did what any good committee does when faced with a problem, it sent out a questionnaire and conducted interviews. It gathered data regarding on-campus expertise in international affairs and existing attitudes toward international education.

The committee and its seven subcommittees worked for two years. It received counsel from 86.5% of the faculty and from external advisers representing other universities, agencies, and organizations, including the National Association for Foreign Student Affairs.

The resulting report, presented to President W. Robert Parks, acknowledged that Iowa State University had outstanding overseas research programs, that it had prepared Peace Corps volunteers for service in Latin America, that 600 students came to Ames each year from 75 foreign countries, and that 500 nonstudent foreign visitors arrived annually to seek information. It also noted the existence of a Model United Nations, a World Affairs Institute program, a conference on the Professional School of World Affairs, and international service curricula.

However, the committee found, as expected, no purposeful and unified direction characterizing the institution's multifaceted international activities as a major dimension of the university. Therefore, it presented the president with a list of recommendations calculated to change the direction of a century-old university and to coax the academic community to look beyond the borders of Iowa and to recognize that, in reality, the globe was its campus.

Approximately 200 members of this association have acquired copies of the report, "Iowa State University's Role in International Affairs". No attempt will be made, therefore, to enumerate all specific recommendations or how they were implemented.

However, a Council on International Programs, with faculty, student and administrative representation, was immediately appointed by the president. The council has functioned as the university body responsible for charting and monitoring international directions in research, study-abroad programs, academic opportunities for foreign students, and international studies programs for American students.

Implemented recommendations do include the establishment of a World Food Institute and an Institute for the Study of Technology and Social Change in Foreign Cultures. The World Food Conference of 1976, a project of the World Food Institute, is the only conference of this type recognized by the American Bi-Centennial Commission. In addition, institute members have made on-site visits to various international research institutes in agriculture, to ascertain how Iowa State's unique expertise in a large variety of fields related to food-production, delivery systems, sanitation, animal and plant diseases, and cultural preferences - could be used to complement the work of the specialized institutes.

Major changes were instituted in our foreign student advisory functions and foreign visitor services. Lectures, cultural events, and seminars involving international leaders and artists were increased and given greater emphasis.

However, it should be pointed out that the self-study was, in itself, a positive part of the entire endeavor. In the process of conducting the study, faculty members learned that they had colleagues possessing similar international interests, that it was all right to have such interests, and that their international interests conformed with the mission of the university.

Even before the formal study was completed, faculty began to develop multi-disciplinary groupings to consider global issues. Functional units began to establish international committees and offices. In other words, an awareness of the university's responsibility toward international programs was created. A positive attitude was developed toward the incorporation of an international dimension into existing instructional and research efforts.

Our experience showed us that after a master plan is developed, functional units begin to refer to it as policy. Faculty and administrators begin to look for ways to implement recommendations pertinent to their areas.

In our case, the written document became a visible indication to the public that the university had a global commitment. Outside organizations, agencies, and foundations learned about the international interest of the university. The document was included with grant applications, to show funding agencies how proposed projects might fit into long-range plans.

The university commitment to international education has also had an impact upon foreign students. They are now recognized as a valuable resource. Foreign students are utilized as cultural informants in interdisciplinary freshman courses. They serve as language instructors for special study-abroad programs. They contribute their expertise to courses in anthropology, sociology, journalism, home economics education, and family environment.

Foreign students lend their knowledge and experience to the work of problem-oriented institutes. They help in the development of contract proposals. They serve as institutional informants for visitors from foreign agencies, industries, and governments. They are invaluable as interpreters of admissions credentials. They also provide instruction in physical education - teaching Judo, Cricket, Soccer, and Squash.

Informally, foreign students have become deeply involved with cross-cultural programming in residence halls. They participate in workshops on international relations.

Foreign students have also become a valuable resource to the state of Iowa. They are welcomed as program speakers and as visitors to homes throughout the state.

They help prepare materials for Culture Kits utilized in schools and by youth and adult groups - a function of our International Resources Center. During the past year, for example, cultural kits have been made available to 50,000 people. These kits consist of sensory media, giving participants the "feel" of a foreign culture. Recently, with assistance from 21 volunteer foreign students from Iowa State University, 12 high school home economics students in Alden, Iowa organized a major cross-cultural event. Materials for the exhibits were largely collected from the community itself and prepared by 160 volunteers. Three local newspapers published full-page descriptions of the "happening". Alden, a town of 876 people, attracted 2,000 school children from five counties to the 2-day program. A giant step was taken in improving international understanding.

A formal commitment to international education must also involve American students and faculty members. We learned that it helps to keep a detailed record of faculty and students who have had international experiences. The inventory is used as a resource to identify individuals willing to continue their international interests and to incorporate knowledge of foreign affairs and cultures into their teaching and research.

We learned that a visible commitment to international education attracts non-university people in the community. They volunteer to serve the international population and to act as members of advisory groups for major international functions. They help the university to cooperate more effectively with the global activities of farm groups and industry.

As previously indicated, I will not review all the recommendations which resulted from the self-study. Time does not permit a description of how each was implemented. The report did, however, awaken Iowa State University to its responsibility to promote and encourage international interdependence.

Now, as we look to the future, we acknowledge the need to be constantly planning, evaluating, and implementing international programs. A new 1975 report is being written, crossing off accomplishments and setting new goals. Iowa State University is utilizing a commitment to international education as a form of despecialization, linking theory and

practice to other cultures and incorporating the team concept of education.

Our experience has taught us that there must be centralized coordination of international programs. Independent departmental programs, as valuable as they are, have a way of getting lost among other university needs and priorities.

Centralized coordination does not necessitate the employment of a large, specialized staff or fancy physical facilities. Skillful utilization of faculty and student resources is the important factor in the success of a university program in international education. Faculty and students exhibit more enthusiasm if they are participants, rather than observers, and if they are a genuine part of the decision-making process.

Although we have all heard that it is easier to move a graveyard than it is to change a university, organizational changes do take place. Change is a constant, subtle process in a dynamic institution. The participatory approach to academic programming does work.

What does the future hold for international programs at American colleges and universities? Will there be continued commitment to global interdependence?

Certainly there are roadblocks ahead. Problems exist when institutional desires for growth in international education conflict with reduced budgets and international politics. These are, however, temporary roadblocks, not the end of expanded programs in international education.

We must become better acquainted with what other countries are doing to promote international understanding. We must share our best thinking with foreign nationals who are also concerned with food and energy shortages and with ignorance of cultural differences.

In my opinion, there should be as many Americans studying abroad as there are foreign students on our campuses, and more American students should be encouraged to become involved with international studies. We can do more to identify state and federal lawmakers who have international interests and to involve them in the planning of international conferences and programs.

Institutions should determine new and better methods of improving cross-cultural understanding among elementary and secondary school students. In addition, we are told that the average American will be closer to 40 rather than 20 years old in the year 2000. Let us start now to make international education available in homes, community centers, extension offices, and industries - the classrooms of the future. Let us utilize open learning instructional methods, through the University of Mid-America and other mechanisms, to bring courses on foreign cultures into the living room.

A true university cannot be content to serve students from contiguous geographical regions. It must be a vital component of a global delivery system of higher education.

I have shared a few of Iowa State University's experiences in developing and coordinating an international mission. Our job is not completed. It never will be. The challenge to improve international understanding and cooperation will always be with us. A struggle of ideas and eventual mutual accommodation must be an integral part of any university committed to the improvement of human relations and to human survival.

As educators, we recognize that, "The cleavage between the haves and the have-nots and the friction between the races are essentially the same phenomena, whether on an international scale, or a neighborhood scale." ("People to People" - National Association of State Universities and Land-Grant Colleges.)

Thank you for allowing me to participate in your international forum. I have tried to convey to you how one university has attempted to improve its programs in international education - and has recognized the inevitability of global interdependence.

Summary of Comments at Meeting of NAFSA

By

Ralph H. Smuckler

Dean of International Students and Programs
Michigan State University

10:00 A.M. - 11:45 A.M.

Thursday, May 8, 1975

The following few paragraphs represent a summary of the main points made by Dr. Ralph Smuckler, Dean of International Studies and Programs at Michigan State University, while commenting on the paper offered by Vice President Stephen Bailey of the American Council on Education.

1. Stephen Bailey's speech is to be highly commended for its general tone and broad vision. It represents an excellent statement of the importance of international studies and exchange efforts in the 1970's. It also shows clearly how much more of an effort is needed and how important it is to generate support for a broadly international effort in our educational programs. As the NAFSA audience demonstrated, it is a message which brings much enthusiasm from those of us who are committed strongly in an international direction.

2. One of our problems is that those of us who are committed speak to others who have a similar commitment. It is good that we reinforce each other's views and positions, but is even more important that we now move out more vigorously and talk to those who are marginally involved or even uncommitted to the principles for which we stand. We need far more contact with legislative bodies in our states and communities, and we should be approaching members of Congress more directly with our views. We cannot be satisfied if we merely convince those who are already "converted" to our view of the world and our needs in international studies and education. In my own experience, most of my time is spent with people who view matters the way I do. I am sure that this is reflected as well in the activity and dialogue in which most members of NAFSA participate. We must dedicate ourselves to a far stronger involvement with people in positions of power in the legislatures and even in our universities who may not understand and appreciate our international emphasis.

   The need to extend the dialogue prevails within our various academic disciplines and professional fields. We need more speeches such as that by Stephen Bailey within the professional associations and the disciplinary groups in social science, the humanities, etc. The emphasis over the next few years should be in this direction if we are to bring a genuine dimension of international concern into our institutions and our professional groups.

3. Among the various messages which we should emphasize heavily should be the importance of a number of "global issues" which now confront us and which Stephen Bailey brought out in his speech. The issues are intertwined and must be confronted on a global basis. They include problems related to pollution, energy and resource shortage, population pressure and food shortage. At Michigan State University we have an interdisciplinary faculty group concerned with these matters and we are attempting to figure out what we can do as a university to direct attention to the resolution of these issues in some rational way. The many international congresses and conferences on these subjects indicate a broad awakening to the need for a search for a "solution". Some of my colleagues no longer use the word

"solution", but instead seek ways to manage these issues and to resolve them in ways that are rational. We can be sure that they will, in fact, be resolved. This will occur either through natural forces, through economic and competitive forces, or through planned international collaboration. The latter appears to me to be most rational and least disastrous. Therefore, we should not lose opportunities to stress the need for the planned international resolution of these problems. Probably we will end up with a combination of these three means of resolution with accompanying hardship and difficulty for many millions. However, we should not minimize the quest for a planned international effort to modify and manage the problems resulting from this intertwining of global issues.

4. There are a number of hopeful signs which we can point to as we review the needs stated in Stephen Bailey's speech. One of these hopeful signs is that the American Council on Education has, through its international education project, moved vigorously into the international arena. We now have such people as Stephen Bailey providing leadership. Above all, within ACE we have the Interface Committee to which he referred and which brings government people together with university leaders in this field in an attempt to set a new course and develop some new approaches to an effective international education effort. Secondly, we have a live possibility for a new interassociation cooperative effort to which Chairman Ralph Huitt referred. The National Association of State Universities and Land Grant Colleges has been designated as the "chosen instrument" to help lead in this direction and there is some assurance of funding to give us a solid year of planning.

   Of most importance, the most helpful sign lies in this audience itself. The enthusiasm and the vastness of the NAFSA group is a good sign that international studies are not in any way dead, but they are strongly alive and kicking. It is the dedicated members of NAFSA who will show the way eventually and, therefore, this audience is some cause for genuine optimism.

Address By

Bertil Östergren

Chairman, Swedish Committee for Internationalizing University Education

2:00 P.M. - 3:45 P.M.

Thursday, May 8, 1975

Miranda, the daughter of Prospero in William Shakespeare's The Tempest, had lived with her father on a desert island, without meeting other human beings. When suddenly people from the outside world arrive at the island, the young girl happily exclaims: "O, wonder. How many goodly creatures are there here! How beauteous mankind is! O brave new world ---".

We have drastically experienced, how the peoples of the earth have gotten into close contact with each other, how isolation has been broken down, how the global interdependence is steadily growing. We see a new world emerge. But can we call it a brave new world?

It is difficult not to be pessimistic about the future of mankind. I need not enumerate all the global problems which threaten human survival. You have heard about them again and again.

Because these problems are global, they can be solved only by international co-operation. The pessimism which is difficult not to feel must not paralyze us but be a challenge for action. And internationalizing education is an important part of such action.

I have been asked to present to you some Swedish ideas and proposals about what we call internationalizing higher education. This concept has many dimensions, at least the following five: 1) introducing a global perspective into the content of all higher education, 2) specialized international studies, 3) foreign language training, 4) international exchange of information and persons, 5) international comparability and recognition of studies, diplomas and degrees.

How these topics can be dealt with varies between countries. Of course, I see the problems from a Swedish viewpoint. Sweden is a small, sparsely populated, highly industrialized and affluent country far up in northwestern Europe. It has a language not understood in other parts of the world. Our past as an imperialistic and colonial power lies so far behind us that it has been almost forgotten. We have not been involved in wars for 150 years, and we are not parties to international political or military treaties. An American professor said to me: "You Swedes have a high degree of international commitment but a low degree of international involvement." I think it is a good observation, but there are some exceptions concerning the involvement. The Swedish economy is highly internationalized, and we are comparatively very much involved in assistance to the developing countries.

When the Office of the Chancellor of the Swedish universities appointed a special committee in 1972 to analyze the problems of internationalizing higher education, its terms of reference were dominated by these two types of involvement. International education was to a large extent seen as training young people for various types of international jobs: in development

assistance, in international organizations, in the service of Swedish industrial enterprises. But there was also a more general motive, which found its expression in a speech in 1970 by our Prime Minister, Mr. Olof Palme, former Minister of Education. He said: "We want to internationalize Swedish society. This is one of the most important tasks of the seventies. And that means we must internationalize our educational system".

The committee finished its work at the end of 1974, after having published five reports. And it is from the ideas and proposals of these reports I will try to summarize.

The committee consisted of seven members. Only two were active university people, one professor and one student. The rest of us came from different sections of Swedish society. The committee deliberated with a reference group consisting of 15 representatives from various interest groups outside the universities. We also had subcommittees and experts, mainly university professors. Altogether about 70 persons were directly involved in the work of the committee. But we tried to get ideas and viewpoints from a much larger circle of people; we had discussions with representatives of teachers and students at universities and professional schools and we sent questionnaires to various interests groups in the Swedish community.

We have learned much from American literature discussing international aspects of higher education and presenting the international programs of universities in the United States.

The fundamental conclusion of our initial survey work was that international education cannot be seen primarily as training fixed categories of students for various types of international work. Everybody needs international education, and that is valid whether you look upon the problem with respect to the demands of the labor market or in the perspective of human survival. The central quest must be increased internationalization of all studies. That is why we gave priority to three types of measures: to internationalize the content of all studies generally, to enlarge language training for all educational groups and to intensify the international exchange of students and teachers.

We have tried to formulate goals for internationalizing education as guidelines for our proposals and for the universities' own endeavors. The overarching goal is to foster international cooperation and solidarity. The attitude goals are such as openmindedness, understanding and respect for other peoples, their cultures, values and life patterns; insight into the relativity of one's own or national circumstances, values and life patterns; a positive attitude to international cooperation and solidarity, as well as readiness and resolve to work for these. The cognitive goals we have formulated in this way: knowledge of conditions in other countries - mainly through awareness of different political, social, cultural, religious and economic structures and their interrelationship - and of the different types of relations between countries and peoples. The skill goals are, for example, ability to communicate in foreign languages and to establish rapport in foreign milieus. Goals as these apply to all students.

For those who elect study variants with a special international focus, goals as specific vocational knowledge and skills for internationally oriented employment could be added.

Of course there exist a lot of goal conflicts: external conflicts between the internationalization goal and other goals for higher education and internal goal conflicts between various sub-goals of internationalized education. In one of our earlier reports we presented preliminary ideas about internationalizing education. This report received criticism from parts of the business world for concentrating far too much on the problems of developing countries. It also got criticism from some students and university teachers for according inordinate weight to the needs of the business community and Sweden's present relations with the Western world. But you cannot demand of a committee that it shall solve all types of goal conflicts, and some of them represent dilemmas that we have to live with.

The committee's task was to propose measures to internationalize higher education; our terms of reference did not cover the schools. But with our broad conception of international education, it was impossible for us to avoid discussing education in the preschools, primary and secondary.

In the general guidelines, which the Government has laid down for the schools, internationalized education is emphasized as an important goal. These guidelines are ambitious and they are formulated in a really excellent manner. The trouble is that there is such a long distance between these fine statements and the realities of the classrooms.

We have tried to present some ideas on how to reduce the gap between the objectives as formulated and the instruction as it is really carried out. A Swiss professor has written: "Whenever an important innovation is proposed, teachers and administrators are being asked to interact differently with each other and with the students; hence the immediate emphasis must be on changing attitudes and only later on changing practices and procedures". To really internationalize school education, nothing can be more important than changing the training of teachers. In Sweden, most of the teachers for the rest of this century are already working in the schools. Therefore, we must put the emphasis on in-service training of the teachers we already have.

We have proposed a three-step model to reach all Swedish school teachers - about 100,000 persons - with in-service training for internationalizing education. The first step is central training of regional teams. In the second step the regional teams carry out training of local teams. In the third step the local teams train all teachers in the schools. The actual courses we propose are short, about one week. We have preferred short training for all teachers before long courses for a few teachers. But of course the latter type of courses will also be offered, as they already are on a limited scale, and some of them are located in other countries.

The necessity and the possibilities of in-service training for teachers can be illustrated by what a young school teacher once told me. "I really am a devoted internationalist," she said, "and I was convinced that the instruction I gave was really international in accordance with the official guide-lines. Then", she continued, "I took part in a one-day course about internationalizing education. And so I suddenly understood that even I had given an ethnocentric and parochial instruction. I saw", she said, "what I had to change and how to do it."

The teachers do not always change themselves as easily as in this case.

Now I will get back to the universities and make some comments about each of the three problem areas which, as I earlier mentioned, we give the highest priority. The first one is internationalizing the content of all university education. This is really a question of changing perspectives and attitudes.

It has, of course, been impossible for us to revise all curricula. We have presented general ideas as well as models and examples chosen from certain subjects and courses. To illustrate our intentions and our approach I will describe three of these models, one from the liberal arts, one from social sciences and one from engineering.

From the field of humanities I choose history of art as an example. Today's courses are imbued with a Eurocentric approach. They start around the Mediterranean and slowly move up to Northern Europe. We have presented a detailed proposal for a radically changed basic curriculum. It starts with art in tribal communities and rudimentary societies, for instance Sub-Saharan Africa, Oceania and pre-columbian America. It then deals with art in the societies of antiquity around the Mediterranean. Then it proceeds to art in feudal societies including Islamic civilization, India, China and Japan. It discusses art in pre-industrial Europe together with contemporary colonial art. The art in the industrial societies is discussed with emphasis on differences between so-called capitalist and socialist societies.

Some people argue that the study of non-European cultures should not be undertaken in the very first semester of an art history program but be put off until later. We do not agree with this view; why should one start by being parochial? We also think that our course design has a lot of other advantages as consequences of the global perspective. It puts stronger stress on the connection between art and the social structures. It points up the parallelism in different cultural manifestations. It contributes to the shift of attitudes; it will no longer be just as easy to let oneself be hypnotized by developments in a single society and - often - by an articulate class in that society. The international material also has methodological advantages; it gives the student new angles of approach.

This course has already been realized at one Swedish university. But I must not withhold that it has been heavily opposed by most departments of art history.

The second example I take from the university subject civics, which is studied by prospective teachers of civics in the schools. At the universities civics is what we call a block subject, consisting of the academic disciplines sociology, po tical science, economics and human geography. But these academic disciplines are studies separately. First sub-courses in sociology are studied, then in political science etc. The world - or rather the Swedish and Western world - is seen as though it consisted of independent segments of sociology, political science etc. The world is divided between the empires and the disciplines. When we tried to design a more internationalized course, we found that it was desirable to make also another type of change, integrating the disciplines towards problem orientation. Instead of discipline-bound sub-courses we propose sub-courses arranged around various themes or problem-areas. The first sub-course is called "Man-family-group-society" and the studies start with primitive societies to get a genetic perspective. The other sub-courses are such as "The allocation of resources", "Man and the labor market", "Systems of government" etc. All of them shall have a global dimension.

I was convinced that this new type of studies in civics would meet a terrific criticism from the university departments concerned, because it meant a break with the independence and sovereignty of the disciplines. But to my great surprise almost all of the departments at all universities have accepted the idea as such and declared them ready to start development work for the new course.

The third example is from engineering. We suggest that in the applied subjects international perspectives could be layed on, by referring to conditions in other countries. But we also propose the introduction of a series of seminars about technical applications in unfamiliar environments, to begin with on a voluntary basis. Technical assistance projects actually under way in developing countries can be selected for seminar treatment. This shall not only give the students some insight in how the conditions for solving technical problems vary between different parts of the world but also a better understanding of other peoples and even a better understanding of technical problems in Sweden. International education is a way to get a better understanding of ourselves. And the connections between technology and factors of a non-technical nature are often best illuminated in an international perspective.

Before I leave this part of my account, I should mention that we have proposed that universities should offer an introductory course of a few weeks about the role of universities in a global society. The universities have generally reacted favorably to this idea. We have also argued for intensified in-service-training for university teachers for purposes of internationalizing education, and such courses have started.

Now a few words about language training at university level. I will not talk about language training for prospective language teachers and other specialists, but about language training for all other kinds of students.

A Swedish university student, who has passed the normal way through secondary school, will have studied English for 9-10 years, a second language for 2-6 years, and a third language for 1-3 years. The second language is French or German, the third language is usually French or German but can also be another language, for instance Russian.

In the answers to our questionnaires, the employers complain heavily about insufficient skills in foreign languages among university graduates. All university graduates should have a fairly good command of English. We also need many graduates with a good knowledge of German or French, not so very few with knowledge of Russian or Spanish and some experts in various fields with skills in other languages.

The task of training in foreign languages cannot be left entirely to the schools. The language skills acquired in school should be maintained and improved in higher education, where also a specialization towards the languages used within various disciplines and professions must take place. The universities must also offer possibilities for training in languages not offered in the schools.

There are three main ways of arranging this language training. One is to include mandatory courses in foreign languages. This has been done in Eastern Europe, where all students at universities and professional schools must study usually two foreign languages. The Swedish committee has not deemed it realistic to follow this line.

The two ways we recommend is a) to offer voluntary language courses specialized in the language of the field of study or future profession and b) to integrate language training in the ordinary studies by using course literature in foreign languages and by including instruction and presentation of assignments in foreign languages. This integrated language training must mainly be in English, while the voluntary courses should be offered in a wide variety of languages. There are already courses of these types at Swedish universities, but they should be heavily expanded and better adapted to the needs of various student categories.

Our intention is that this language training should be given by the ordinary language departments. But it must differ in many respects from the training of language specialists and from the traditions of language departments. If our plans are to become reality, it calls for a high ability for renewal within the language departments. They have to teach other students for other purposes than they have traditionally done.

International exchange of students and teachers is a way to promote the internationalization of education. But there is another aspect, too. The universities must be furnished with experiences, impulses and new ideas from other countries; they are essential tools for reappraising and renewing their operations and for increasing efficiency in higher education.

It is striking that the lively international contacts in the fields of research have no real correspondence when it concerns university education, in spite of the number of foreign students in Sweden and Swedish students studying abroad. A colleague of mine was secretary to a committee for revision of biological studies at Swedish universities. One day he came to me and said: "Bertil, we have decided to get information from four universities in four different countries about their teaching of the biological subjects. But we must select four universities which are really outstanding in biological education. Can you tell us what universities to select?" But my dear friend, I said, I am not a biologist. The members of your committee are all university professors of biological sciences; they surely must know. "Oh no, they don't", he answered. I am afraid that this was not an exceptional case but very typical. The ultimate reason for these conditions is, according to my opinion, the lower status of education compared to research and the lack of incentives in the field of education. This problem cannot be solved by a committee for internationalizing education.

We suggest, however, that the universities should be given special funds to support exchange for educational purposes. Holders of teaching posts, especially young teachers, should thus be given better opportunities to travel abroad for studies of university education and for teaching at foreign universities. We support agreements between Swedish universities and universities in other countries for organized exchange of teachers as well as students. We furthermore propose the establishment of a number of special posts at Swedish universities reserved for teachers and young researchers from other countries, posts which can be held for a period of 1-3 years. We also propose that the universities should be given special funds to engage the temporary services of teachers from other countries.

Concerning student exchange, we recommend three ways to make it easier for Swedish students to study abroad. The first one is to institute more liberal rules for the recognition of studies in other countries as part of a Swedish degree. Secondly, we put forward proposals for better financial possibilities for studies in other countries, primarily by more liberal rules to keep the benefits of the national study assistance system while studying abroad. The third way is to provide better information about studies in other countries.

When it comes to foreign students in Sweden, we do not think it generally advisable to recommend them to take a full first degree at Swedish universities. We want to encourage guest-student enrollments at the postgraduate level but also at courses at undergraduate level specially suited for foreign students. As a total numerus clausus, a general restriction of intake is under preparation for all types of higher studies, we propose that foreign students are given access to a specified number and not too small of places. We argue for more Swedish scholarships for guest students and for better service and guidance to foreign students.

What will now happen to our proposals, what about the implementation ? Well, some of the proposals in our earlier reports have already been realized, mainly various new types of international studies and language courses. We have recently received the comments on our final and main report. These comments are generally very favorable. This applies to the comments from the universities as well as those from other bodies. But there is a difference in, let me say, the degree of enthusiasm and devotion between various faculties. Most insightful, devoted and enthusiastic are the faculties of medicine and sciences. At the other end of the scale we find the faculties of liberal arts and social sciences. I will not say that they are, with rare exceptions, negative, but they are, by and large, less insightful, devoted and enthusiastic. Why is it so? Well, my personal explanation is this one. Medicine and sciences are so internationalized that these faculties understand that still much remains to be done. The liberal arts and social sciences are a bit more ethnocentric or Western in their outlook, and so they tend to overestimate the degree of their present international perspective and underestimate how long the way is that they still have to go.

In the comments from the student organizations our strivings have gotten strong support.

To a large extent a program for internationalizing higher education is not a question of money but a question of changing the perspectives and attitudes in teaching and learning. But some measures cost money; international exchange, expansion of language training, in-service training of teachers. The direct financial consequences of our proposals are calculated to about 30 million Swedish kr, that is 7-8 million dollars, spread out over a three year period. That corresponds to about 1.5% of the total costs for universities and professional schools.

The Office of the Chancellor is now preparing its submittance to the Government of the financial requirements of the universities for the fiscal year 1976/77. The Chancellor, Hans Lowbeer, is a strong supporter of internationalism in education and the Office will give internationalization of education high priority as one of the main directions of change. I do not believe that the Government will give the universities all the money we ask for, but I hope that they will give most of it. The Parliament is now considering a proposal for a major reform of higher education in Sweden and the Minister of Education, in his proposal, has mentioned internationalization as one of the main goals for education.

I do not expect the universities themselves to change very rapidly, but I hope that some substantial change will take place without too long delay. Internationalizing university education meets obstacles as do other types of change and innovation in universities; they are not easy to bring about.

I began by quoting a British author living some 350 years ago, so let me end by quoting one of his contemporary colleagues, John Donne, who wrote the famous words: "No man is an Island, entire of itself; every man is a piece of the continent, a part of the main. --- Any man's death diminishes me, because I am involved in Mankind; and therefore never send to know for whom the bell tolls; it tolls for thee."

What some 350 years ago was a spiritual vision in the mind of a poet, today is a physical reality, a biological reality. But is it such an urgent reality in our minds that it leads us to take the practical consequences of international solidarity? A wave of neo-nationalism seems to sweep over the world. It might be a reaction against the seriousness and gloominess of world affairs, a reaction by which we cover our eyes and retreat into isolation. But if imperialism is a bad solution to world problems and to the problems of one's own country, isolationism is no solution at all. The hope for the future is that international solidarity will be infused in the minds and hearts of men. That should be a serious concern for everybody involved in education - politicians, administrators, teachers and students.

But there are so many domestic problems pressing for increased attention in education. There are so many pressure groups within and outside universities with demands of all kinds. To politicians domestic demands may seem more imperative and the consequences of wrold problems for education more remote. We need some devoted persons who see international education as a concern of highest priority, who are unyielding and persistent, who have to put up with disappointment and slow developments but who will never accept to give up. A teacher who teaches at a university or college in another country, a student who studies abroad, a change that is made of a curriculum in an international direction, a new language course which is started is one of the millions and millions of contributions which are necessary if we shall retain the hope that there will be an earth where our children and grandchildren can live a life worth living. I am proud for having been invited to speak at this conference, a conference which is one of those contributions which we so badly need.

Address By

John Richardson, Jr.

Assistant Secretary of State for Cultural and Educational Affairs

Department of State

12:30 P.M. - 1:45 P.M.

Friday, May 9, 1975

Thank you for this opportunity to share in this NAFSA Convention with its theme of such overriding urgency. For us in Washington, it is refreshing to encounter Americans who are neither bureaucrats, politicians nor journalists.

It is not only refreshing, but vital to our own performance. As someone has said, Washington "is an enclave surrounded on all four sides by reality."

I suspect that some of you associated with universities are occasionally bothered by similar self-doubts. But I hope not with respect to the enterprise in which all of us in this room are engaged. In your communities and mine, I hope it is becoming increasingly apparent that this is indeed where the action is.

The last words Franklin Roosevelt wrote thirty years ago were these: "We are faced with the pre-eminent fact that if civilization is to survive, we must cultivate the science of human relationships--the ability of peoples of all kinds, to live together and work together in the same world, at peace."

Where can this philosophy--one so alien to the still powerful currents of xenophobic nationalism--be encouraged to better effect than in the present generation of students, fortunate in their awakening global awareness, and stimulated by multiplying direct contacts with other societies?

My colleagues and I, in the State Department, struggling with the formulation and execution of the governmental policies with which America meets the challenges of living with our neighbors in a still dangerously disordered world--and in the third quarter of the 20th century, all were uncomfortably close neighbors in a lawless neighborhood--we in officialdom are beginning to appreciate the value of a human and not merely a political perspective.

We are beginning to realize that education at any level and in any discipline is not only incomplete, but dangerously misleading, if it proceeds from parochial presuppositions. We are beginning to realize also that education which develops knowledge of others without sensitivity, even sympathy without empathy, is inadequate to the need.

We are beginning to realize that technological development has made suspect the labels "domestic" and "foreign." Much of our governmental machinery is in danger of obsolescence. For example, because it still reflects the dichotomy in thinking of an earlier era when the limits of our reality were effectively determined by our own borders.

Yet, as important as recognizing the position of humanity in one small lifeboat, is accepting the reality of the differences, as well as the commonalities among us.

Those of you who deal with students from other countries and their interactions with American society know the consequences of ignoring such differences at the individual human level. And you also have a better appreciation than any one else of the value of a little effort, a modest degree of care and concern, in assisting adjustment.

If, as Henry Adams put it, "A teacher affects eternity; he can never tell where his influence stops," how much more is that the case with you? Indeed, whether you help enhance the experience of an American student abroad or an international student here, both the personal and the societal reward has to be immense.

And again, I choose my words carefully. We in the Department of State are proud and pleased to be associated with you professionally and personally.

As many of you are aware, the State Department attempts to fulfill its obligations in what I think of as the growing "human dimension of diplomacy" in a variety of ways.

The Bureau of Educational and Cultural Affairs, as I am sure you know, together with the Board of Foreign Scholarships supervises the Fulbright-Hays exchange program under which in a quarter of a century more than 150,000 carefully selected graduate students and scholars from more than a hundred countries have been helped to learn, to explore and to teach in a foreign setting. These days there is more attention to disciplinary and project emphases providing maximum benefit to the goal of mutual understanding - and a continuing effort to upgrade incentives and improve administration - but otherwise the program continues much as it has been with all the impact and effect that Senator Fulbright described.

In another major thrust, our embassies invite about 1500 individuals of exceptional talent, promise or position to this country each year for intensive short-term learning and sharing experiences. Academic people are included as are almost every other profession and leadership category from cabinet officers to social workers and from artists to journalists.

You will notice that I said "almost" and I stopped at the world's second oldest profession.

Some 250 cabinet officers of other nations and about one out of every seven heads of state in the world today have at some time visited the United States under this program. Secretary Kissinger met with a group of leaders of the Egyptian Parliament here a few days ago, invited here in this way. The last Egyptian visit of this kind was a similar parliamentary leadership group in 1966--headed by Anwar Sadat. A current emphasis is on drawing together groups made up of individual experts from various parts of the world for dialogue with American counterparts

on the big problems which affect all societies.

We send less than 200 comparably significant individual Americans abroad each year to lecture, confer and consult so as to develop dialogue and linkages among people we believe especially important to the over-all patterns of communication among societies. Among those who recently travelled for this purpose was Daniel Boorstin, Senior Historian at the Smithsonian Institution.

Larger audiences overseas see something of America through performing groups that we help tour abroad. Recently Martha Graham's Dance Company toured Asia, and the Joffrey Ballet and Country Music, USA, were smash successes in the Soviet Union. Meantime, we encourage and facilitate, but do not normally fund, visits by performers and exhibitions from abroad which offer unusual opportunities to learn more about other cultures. The Exhibition of Archeological Finds of the People's Republic of China, showing in Kansas City, is the most recent of these.

We in the Department of State have increasingly turned to an indirect strategy of assistance to private groups in recent years, in place of direct government sponsorship of exchanges. This, I hope, responds to reality at least to the extent we recognize that transnational communication in so far as America is concerned is far more impelled by private motivations and energies than it is by official Washington. Our cooperation with NAFSA is of course a prime example of this strategy.

Another example, last summer I wrote the presidents of a number of major universities across the country to tell them of the significance the Department of State attaches to the presence of students from abroad in the United States. I spoke of the importance we attach to those students having a reasonable chance to achieve the academic goals for which they came here, the contribution they could make to American understanding of other cultures, and I pointed to the likely consequences of their individual experiences for the long-run collective interest of United States in our relations with other countries.

A number of the replies to my letters were heartening. Several university presidents wrote to tell me of special efforts that are made to help students from other countries do their best in our institutions of higher education. Some also reflected awareness of the contribution these students can make to the enrichment of academic programs and university life.

Some of the responses, however, were in my view excessively gloomy. They perhaps understandably questioned the government's commitment to international education in the light of stricter requirements for the issuance of visas to students coming from overseas and the greater difficulties these students now face in obtaining permits to work off campus during vacations.

I recognize the concern of many universities and many of you in these matters.

But I assure you these policies reflect what we perceive to be specific new realities in international and national life, rather than any diminution in the government's basically positive attitude toward international education.

Without discounting these unfavorable developments, let me mention a few indicators which reflect something that is not as well or widely understood - the positive attitude of the Federal Government toward international education.

About eighteen months ago, my Bureau of the Department of State joined with the American Council on Education to set up a series of task forces and study groups each representative of both governmental and private interests and each of which looked into specific aspects of international education in this country.

We examined both needs and strategies, and the first results of these efforts should be published within the next few months. Meanwhile Secretary Kissinger has met with two groups of scholars and university administrators to explore ways of improving colaboration in foreign policy research. I look for these efforts to help revive a once thriving cooperation in the exchange of ideas and knowledge about international affairs and international education between our academic community and our government.

And I am confident that the exchange will be more open, healthier and better for our country than any we have had in the past.

Another indicator: --

The National Endowment for the Humanities offers more support and potential support to international education than most people seem to realize. There has been for example, a steady progression of imaginative grants enabling us all to enjoy the finest fruits of other cultures through TV, museums and other media, all having a major consciousness raising and educational impact. It also appears to me that the Office of Education is quite receptive to new concepts and approaches in international education at all levels. And, I would guess (although I will not predict) that the Administration will at last support a stable level of funding for Title VI of the National Defense Education Act. Finally, my impression is that through all of the turmoil in the AID program, one constant remains: a belief on all sides in the validity and utility of the participant training program.

So far as the Department of State is concerned, our funding of sponsored academic exchanges has very gradually increased within an over-all cultural exchange budget that has been somewhat more rapidly, but still modestly, expanding in recent years.

At the same time, we see that the number of non-sponsored students in American universities appears to be continuing to grow, and that the number of government sponsored students is not and never can be more than a very small percentage of the total number who come here from other countries.

Consequently, our funding today of programs concerned with this much larger non-sponsored student population is four times what it was ten years ago and three times what it was when I took my present job in 1969. I assure you that I want this support to show a further major increase during the next two years. And I also want to see a great many more students helped by the programs these funds support than are helped at present. That depends upon all of you to a great extent, and I earnestly ask your cooperation in strong and creative efforts to achieve maximum results with the still very limited resources available from university, foundation, state and federal budgets.

Speaking of resources, I have been delighted to see the interest within NAFSA in your community section, COMSEC. It seems to me that there may well be here a major opportunity to engage the energies and talents of many more Americans through their service organizations, educational systems, church and youth organizations and the like -- to do more of what is already being done in many communities to bring international students into American community life in meaningful ways.

Is it of real consequence that we do a proper job in the handling of the international student -- ours in a foreign country of theirs when we are the hosts?

If we acknowledge the significance of inter-cultural training in coping with problems of an interdependent world still primarily organized around the notion of national sovereignty, and if we accept that it is at least dubious that a second culture can be taught in the same way as a second language is learned, then there is simply no substitute for actually living in and participating in a second culture. Hopefully, it will lead to an awareness of the hidden clues to the implicit rules which govern every culture. At the very least it should reduce the power of those myths and misconceptions which play such dangerous roles in world affairs.

And, following on this, it must be plain that we will never understand adequately the motivations of our neighbors if we are not at least aware of their own perceptual filters, and, indeed, of our own as well.

After we leave the swaddling clothes, you and I know that our minds are never "open," since they necessarily comprise the sum total of a lifetime of previous experience, organized into meaningful and functionally useful patterns.

A critical gap in the frame of reference within which one partner to a dialogue organizes past experience, current needs and future expectations can easily lead to a disastrous failure in the crucial process of mutual "Tuning in" which is a precondition of effective dialogue at any level--personal, organizational, or national.

Both because of the age of the student and, by definition, his current pursuit, his information-seeking capacity is likely to be high enough to benefit enormously from cultural interchange. And we must learn also to see the student as the culture learning resource he or she really is.

Indeed, if we are to do anything useful hereafter in leadership in planetary affairs we Americans have to start by being sensitive to and appreciative of human difference as well as purposeful and flexible.

But I don't believe that we Americans have in the past--thinking now of ourselves institutionally--been accustomed to being sensitive as well as purposeful and flexible in relations with the rest of the world. Nor, I might add, have most other nations, especially those which are relatively large and relatively self-sufficient.

We Americans are not, it seems to me, very advanced in terms of our capacity to take advantage of other people's ideas and other people's information. Again, we are not the worst in this by any means--but we are not the best either. Not by a long shot.

The notion of the significance of what I call cultural communication, of learning to relate more effectively across cultural, social and ideological barriers, is of a depth and a size and a character that I suspect most people outside this room would not guess.

Addressing himself to this theme at a dinner honoring Senator Fulbirght, Secretary Kissinger said ."Bill Fulbright conceived a program brilliant in its simplicity and essential for our future. He recognized that the dramatically accelerating pace of interaction among peoples and institutions would not necessarily lead to increased understanding or cooperation. He foresaw that interaction, unguided by intelligent and humane direction and concern, had the potential to bring increased tension and hostility rather than less.

"The Fulbright exchange was an expansive concept founded upon a global vision. It has grown to meet new realities. A program which once promoted the solidarity of the West now sustains exchange between the United States and 122 countries around the globe. It expressed, it helps us to master, the growing interdependence of the world."

So, if one begins with the idea that it is significant for societies and especially their elites to interact in a constructive, communicative way, there is no group in this country which plays a more critical role than yours, no organization whose members are more sensitive to the significance of the process whereby, for example, the "foreign student" gradually becomes the "international student."

The challenges I have been discussing are not new, but the intensity of our times, the numbers of those involved, the critical choices and grim alternatives facing man today and the very complexity of education in the midst of the information explosion for the 20th century individual--all of these shape the demand for a new level of concentration and commitment to excellence on all of us who are professionally involved.

The presence of students from abroad in this country is indeed in the overall U.S. interest--if we do our jobs well and can develop the needed resources.

It furthers understanding and linkages with future leadership elements throughout an increasingly interdependent world which must learn to cooperate or die, and cooperation is just not feasible without mutual comprehension.

It helps foster sound economic, social and political growth abroad through training high-level and middle-level manpower.

It provides valuable resources with which the American educational community can help counteract our traditionally ethnocentric biases.

It contributes to the U.S. economy by the judicious export of the invisible commodity of education.

That there are problems, newly-arisen and newly-intensified, is obvious. Basic to all students--and I might add with a sigh, their parents--is the fact that tuition costs and living expenses in this country have risen quite rapidly in the last few years, and no one seems to know when and where this will stop. We all know its hard to find a job, and students seeking part-time or summer work face more competition in the job market now than at any time in recent years.

No university in this country is in a position to assure financial aid to every student wanting it after the first year, and students needing more resources to finish their education cannot count on being able to earn their own way.

Under these circumstances, it seems to me unfair to the applicant and irresponsible for a consular officer to issue a visa for study in the United States without establishing that the student has or will have the likelihood of sufficient funds to cover costs for the entire period of study. I see no other practical way to guard against the probability of large numbers of students from abroad returning home frustrated with their academic programs incomplete.

The new measures are not intended to reduce the numbers of students coming here from abroad and in fact the numbers of student visas issued by U.S. consular officers has continued to increase during the eighteen months since our stricter requirements went into effect. I am not saying these rules have had no adverse affect on numbers, but only that the worst fears have not been realized. The numbers are still increasing.

We recognize that some students from abroad will need part-time and summer jobs to earn the funds needed to complete their education. We believe that students from abroad enrolled in American colleges and universities should have the opportunity to work part-time and in the summer so that they may continue their education in the fall.

It is also our view that the employment situation for students from abroad should be reviewed annually in the future, as it has been for many years in the past.

We support speedy processing of applications submitted by overseas students requesting work permits. We believe there should be standards for processing these applications that are uniform throughout the country and based on equity. The Department of State has offered to assist the Immigration and Naturalization Service in any way that may be helpful in this regard.

We believe that the effect upon the job market throughout the United States of the small number of bonafide academic students from abroad is very slight, and we think it should be possible to develop guidelines which could be used to administer a vacation employment program.

The problem is compounded by economic uncertainty and associated anxieties. It is my personal view that as long as the law and administrative practice lump together the vocational group with the academic group having serious intellectual qualifications and pursuits, it will be difficult or impossible to put adequate social and economic treatment for the latter on a sound footing. Genuine academic students should be permitted to cope with their economic problems by part-time and vacation employment; but I personally doubt that this highly functional privilege can be secured for them until they are legally and administratively distinguished from the students in vocational and training institutions.

Your own contribution is often impaired by the ill-prepared student and we have taken many steps, and are continuing others, intended to lead to more inclusive and informed pre-departure orientation programs in the student's own country. They fall generally into three most useful categories:

-- increased ease and familiarity with English
-- introduction to the oddities and intricacies of the American educational system (some of which might fall on shallow ground on these shores)
-- pre-professional or disciplinary orientation

We also are making an effort to improve overseas counseling operations so that the foreign applicants and American admitting institutions will have adequate guidance.

The goal is simple, the practice hard: to get the right students to the right institution and thus to eliminate problems before they arrive. This goal is attacked from several angles at once. For example, the American Association of Collegiate Registrars and Admissions Officers has been assisted in preparing a series of country studies of the educational systems of the world. Twenty or more volumes have appeared thus far, so that admissions officers in colleges are now able to consult a definitive volume on Indian Education when faced with the application of an Indian student. Another example: a series of overseas workshops has brought qualified American faculty into contact with the staff personnel actually performing student counseling overseas. When the seventh workshop in this series took place in Tehran in July 1974, it marked the end of a world cycle that brought high-caliber professional training to counselors at almost every embassy and U.S. mission in the world.

This investment on the counseling side has generated considerable experience and has perhaps reduced the size of the problem. But the American educational "system" consists of thousands of sovereign institutions, operating under the laws of fifty states, accredited by a loose group of voluntary organizations. Matching American practice with national educational systems elsewhere in the world is a full-time professional job, and professionalism has only begun to develop--along with the other resources required. The problem can only be further reduced by agreement on goals, programs and priorities on the part of many public and private American organizations.

Devising programs to meet the needs of the 150,000 (or is it 200,000) foreign students already here and those who arrive each year may rest indeed on an insoluble dilemma, posed partially by U.S. Immigration and Visa Laws, partially by American educational pluralism, and partially by imbalances in world socio-economic conditions. So long as U.S. laws and practice permit immigration to take place from the base of a student visa, there will be students coming to this country for the wrong reasons. So long as we are unwilling or unable to set certain standards of quality for the educational institutions which accept foreign students, there will be students here whose experience will not meet either their or our national interests. The degree mills have been with this country for a long time, but significant action is still lacking to end the abuses of these institutions, and others which are little better.

But most of our student visitors are not in this category and they represent the main responsibility of all of us in this room. It is a responsibility in educational terms since the acceptance of a student is at least a social contract. It is equally a responsibility in political terms since the U.S. will need the understanding of these students in years to come, even as it needs better understanding from their predecessors today, and it is a responsibility in the cultural and human

terms implicit in the basic concept of educational exchange--what we do for international students, we do for ourselves.

In closing let me observe that the capacity for dialogue and cooperation on which our future depends hinges on success at this end. Our relations with other nations and indeed our contribution to peace, ultimately depend on what we Americans believe, on what we Americans value, on what we Americans do.

Secretary Kissinger has described the challenge this way: "Man has made his world interdependent. Now the challenge is to make it whole."

Address By

Honorable George E. Brown, Jr.
U.S. House of Representatives
California, 36th District

7:30 P.M. NAFSA Annual Banquet

Saturday, May 10, 1975

I am pleased and honored that you have invited me to speak to you this evening on the theme of this Annual Conference, "Global Interdependence Demands Educational Interchange."

As you know, I am not a professional in the field of education. I will not, therefore, presume to advise you on the methods and procedures by which you go about accomplishing your various jobs in the field of international education. However, I am deeply concerned about the critical problems which face us in the world today and deeply committed to the importance of international education and educational interchange as a means of solving many of these problems. I hope that you will accept these remarks in that spirit.

We are today clearly in a period of great and growing global interdependence. That interdependence has been increasing for the several hundred years since the Age of Exploration began. It will continue to increase as man's knowledge increases, and through that knowledge his mastery of science and technology. That technology has given us a system of world transportation which makes it possible for the affluent citizens of every country -- and in the more advanced countries, even the student and those of modest income -- to consider that frequent travel to other parts of the world should be an accepted part of one's life style.

That technology has had pervasive effects on global communications which are even more obvious to everyone of us. Worldwide telecommunications, using satellites, has become commonplace. There is no part of the world in which some substantial portion of the population does not have access to cheap radio receivers and the contacts which these can give to the events and culture of the rest of the world.

Worldwide marketing networks in every commodity, including energy, materials, food, and a host of other things, have become commonplace and accepted. The management of such worldwide marketing networks has become the province of multinational corporations which today operate in every corner of the globe.

If all of these facts were not sufficient to establish our global interdependence, we could look to that most pervasive of all systems, the world-wide military systems of the superpowers, and many of the not-so-superpowers, as a final indication of our interdependence. No part of the globe, today, can be called safe from the potential impact of inter-continental ballistic missiles, B-52 bombers, nuclear submarines, and the many other manifestations of nationalistic might.

Despite this overwhelming evidence of increasing global interdependence, there has been no similar evidence of any corresponding decrease in the global tensions between nations, or a lessening in the number of wars, hot and cold, which are the result of those tensions. Former centuries have had more than their share of conflicts stemming from disputes over boudaries, colonial possessions, trade advantage, and even less substantial matters. The present century has seen these

conflicts escalate into two global wars from whose devastating impact we have not yet fully recovered. Regional wars, which can only be considered as off-shoots of the global war, have been even more common. Korea and Vietnam are examples of these. In addition to the conflicts borne of the idealogical rivalries of the superpowers, we have had our share of bitter and bloody conflicts based on race, religion, or other differences, such as the India-Pakistan War, the War in Bangladesh, the Nigerian Civil War, and the Israel-Arab conflicts in the Middle East. A third category of conflict includes the minor revolutions, coups, and counter-coups too numerous to mention which are so frequently in the headlines.

While we seem to be emerging into a period of detente, as far as relations between the United States and the USSR and mainland China are concerned, this could be considered as being offset in large part by the increasing tension which exists between the USSR and China. The United Nations, once considered to be the hope of the world in bringing peace between Nations, has been weakened and made ineffective by the policies of the great powers. We in the United States must accept a full measure of responsibility for contributing to this weakening.

As if this pessimistic analysis were not sufficient, we can now perceive on the horizon the outlines of a whole new set of global problems, for which our previous experience provides no clear solution. At the head of this set of new problems must be placed the population explosion occurring all over the globe. World population doubling time has continued to decrease. The present four billion plus population of the globe will become eight billion plus within the next thirty years. The sheer pressure of these billions of extra human beings places demands upon the earth's resources which cannot be met. There is simply not sufficient energy, minerals, or food to meet the needs of these additional billions of people. In our frantic efforts to maintain the expanding economy necessary to meet the needs of this population, we are creating conditions of global pollution of the air, the oceans, the land, the stratosphere, and even of outer space, a pollution which poses yet unknown danger to our continued existence. Because of a variety of reasons, continued world population growth creates even greater disparities between the rich and the poor nations This widening economic gap can only add to the other tensions which exist. The arena for the struggle between the rich and the poor nations will expand to every corner of the earth, not excluding the stratosphere, the polar regions, and the depth of the ocean.

Behind all of these problems and tensions, we may be seeing the signs of the end of an era; a major turning point in human culture and civilization. A growing number of people are beginning to question some of the fundamental assumptions of Western technological civilization. They are arguing that we can no longer assume that all forms of growth -- population, economic, material -- are beneficial to the human race. They are beginning to explore the possibility of a "no growth" society, or even the possibility of negative growth in major areas.

An increasing number of people, including many of the more dedicated youth of the advanced nations, are beginning to suggest that our emphasis of material goals and values should be replaced by a greater emphasis upon spiritual goals and values.

Our obsession with the idea that bigger and more powerful institutions are necessary to solve the problems of our national and world society is being questioned. We see instead the exploration of the possibility that smaller and less powerful institutions and systems may be more compatible with human nature.

Philosophically, we may perceive a movement away from the fragmentation and bureaucratization which seems to be characteristic of a technological civilization, toward new concepts of integration and wholeness.

If a new global culture is being born, if Western scientific, technological, industrial, material culture is reaching its limits, then the key element in this new birth may be the quality and quantity of educational and cultural interchange in the broadest sense. For it is education which helps us to understand and shape our total environment, physical and cultural, to our needs. Thomas H. Huxley, putting it more elegantly, defined education as "the instruction of the intellect in the laws of Nature, under which name I include not merely things and their forces, but men and their ways, and the fashioning of the affections and of the will into an earnest and loving desire to move in harmony with those laws."

It is the laws of nature themselves that now force us to look at ourselves on a global basis. International education must be prepared to play its vital role in helping achieve the instruction of the intellect so that it moves in harmony with those laws.

International education was acknowledged as a political necessity after World War II. There had been previous attempts to encourage a certain amount of educational exchange, but it was not until World War II that the United States realized the political advantages of having language and area experts as advisors in foreign policy, and the benefits of cultural and educational exchange in the field of international relations. Due to this assessment of political reality, the Fulbright Act was passed in 1946. This was a beginning in an ever increasing emphasis on the role of international education in world politics.

Just as our values and attitudes must go through continuous revaluation as our environment changes, the purposes of international education should also be assessed for their applicability to current global needs. International education has contributed to the improvement of relations between countries, through achieving greater understanding of each others' culture, motives, and future needs, and it will continue to do so. It is now time for education, particularly international education, to be directed towards a full appraisal

of immediate and future global problems. Conclusions must be drawn and action must be taken quickly to address the most urgent needs of the world, but this cannot be done without a united global effort at identification of the problems, coupled with increased efforts towards seeking solutions.

Education can and must play an important role in understanding other cultures more fully, and clarifying the urgency of the world situation. Our citizens must realize that our problems go beyond our borders and can only be solved with help from other nations. A statement in Education and World Affairs (1964) expressed this need most eloquently -- "(We must) become more sensitive to the many diverse cultures which reflect the myriad manifestations of the human spirit. With the multiplication of new nations, these varying sets of beliefs and values and instinctive habits of behavior become more critical and an understanding of them becomes central to the development of constructive attitudes and wise policy... To understand ourselves, we must be able to understand both how we differ in outlook and value systems from other peoples, and how our own complex network of social, economic, political and intellectual factors evolved from the interactions of forces within our society and forces acting on it from without."

It is only with an understanding of other cultures that we will begin to understand the causes and effects of global problems challenging us all. Among the most critical of such problems at present is achieving an adequate economic base in the poorest countries of the world.

We must develop ways of removing the external obstacles that hinder a suitable economic development in those poor countries. Among such obstacles are international trade agreements, exploitive business arrangements between rich and poor countries that sometimes result in the control of a country's entire economy by foreign interests, and perhaps the greatest obstacle, "cultural colonialism" -- where one country, generally the United States, tends to believe that economic development in another country can only be achieved through the adoption of our industrialized methods of development, and our values of continuing material growth. It may well be, as Ivan Illich and others have pointed out, that our model of development should be completely avoided by much of the less developed world.

International education is helping many countries develop their own necessary experts in fields of science, agriculture, and business through the utilization of universities all over the world. NAFSA has been a strong asset in this field and I commend its members for their efforts to ease the adjustments of the foreign students to our culture, to provide them with a greater understanding of our particular cultural idiosyncracies, and to offer the necessary specialized services, such as English language courses and community service information that will help them proceed successfully through their college careers. In NAFSA's Silver Anniversary Review, entitled "NAFSA and the Student Abroad",

authored by Hugh M. Jenkins, it was pointed out that international education will be curtailed in the future unless the general public is convinced of the reciprocal benefits offered through educational exchange. I agree completely. And I want to work with you in doing the job convincing the public of those benefits.

In every nation of the world, national and ethnic values, customs, and beliefs identify the society. If we begin to learn not only the particulars of other cultural traits, but the value of understanding and appreciating these traits as human responses to different sets of environmental and historical factors, we will begin breaking down the age-old belief that one's own cultural modes of behavior are the only correct way to live. Only by doing can we prepare the way for a human culture -- a culture that recognizes our common unity as well as our rich diversity.

Basic reform in much of our educational system is required if man is to begin to understand his role in this world and the effect of his actions on his surroundings. E.F. Schumacher, one of my favorite economists, said in his book, Small is Beautiful (p. 93), "The problems of education are merely reflections of the deepest problems of our age. They cannot be solved by organization, administration, or the expenditure of money, even though the importance of all these is not denied. We are suffering from a metaphysical disease and the cure must, therefore, be metaphysical. Education which fails to clarify our central convictions is mere training or indulgence. For it is our central convictions that are in disorder and, as the present antimetaphysical temper persists, the disorder will grow worse. Education, far from ranking as man's greatest resource, will then be an agent of destruction in accordance with the principle curruptio optimi pessima."

If our "central convictions" are in disorder, as Schumacher says, and I agree, then education must begin to examine and analyze these central convictions, in ways different than those we have followed in the past.

The foreign student may be in invaluable resource in this process. Evidence has shown that the many foreign students in our classrooms are rarely called forward to relate their cultural background, their viewpoints about our modes of behavior, or even simple facts about their nation's history. NAFSA, through its expanding network of relationships with other educational organizations, could encourage the use of this valuable source of information in the classrooms of every university or school that has a foreign student in its midst. Workshops could be set up, with the help and cooperation of the foreign students, that would encourage exchange of ideas and evaluations of our various "central convictions", and the reasons for our differences.

This could be a beginning in the establishment of greater understanding and closer relationships which would lead us towards an acceptance of our global interdependence and our global needs.

The Federal Government could also play a strong role in enhancing the value of international education to its citizens and the world. It can do so by helping foreign students make better use of our universities and by encouraging United States citizens to study abroad through a wider variety of official and unofficial programs. It can also encourage research in these vital areas of educational reform and global needs. And it can avoid the negative actions which hinder the successful adaptation of the foreign student in this country, such as the recent change in INS regulations regarding summer employment for foreign students. But the Federal Government is a large bureaucracy that is often slow in reacting to obvious needs. We must get the people interested in, and moving towards, the reforms I have mentioned, for this will encourage the response of the Federal Government. Each of you can play a role in this through a more sophisticated approach to your own representation, and to the political process.

We are at a point in our history that is truly critical. Unless man responds to his changing needs more effectively, there will be little time to review our mistakes. Every year, even every month, that passes without substantial action, brings us that much closer to the breakdown of the world's present political, economic, and social systems. I believe that we will meet this challenge, but not without accepting the need to create the new interdependent and global culture of which I have been speaking.